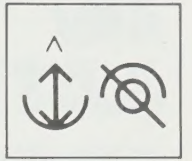


COMMUNICATING TOGETHER



A QUARTERLY MAGAZINE ABOUT AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

VOL. 4, NO. 1

MARCH 1986



ISSN 0822-0638

PHONIC EAR AND BLISSYMBOLICS COMMUNICATING TOGETHER!

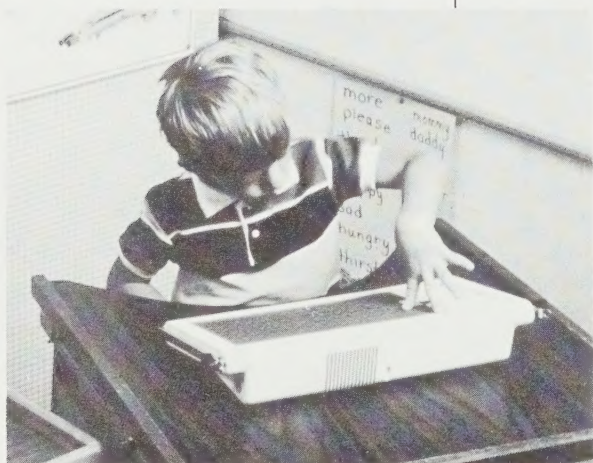


THE NEW PHONIC EAR VOIS 135

Selecting the appropriate augmentative communication system for the nonspeech person is only part of the total picture. Choosing and organizing a meaningful vocabulary for that person and selecting the symbol system to represent the vocabulary is of obvious importance.

Whether using traditional lithography, pictures, or other symbol systems such as Bliss, it is important that the augmentative communication device be flexible enough to accept a variety of these systems.

THE NEW PHONIC EAR VOIS 135 GIVES YOU THIS FLEXIBILITY!



- ☐ Extended memory and storage for personal information
- ☐ Multiple person usage format
- ☐ Increased speed and accuracy
- ☐ Adaptable to symbol and picture systems
- ☐ Teaching/learning tool
- ☐ Increased target size as needed

For more information or a no obligation demonstration, write to:

))))Phonic Ear

250 Camino Alto
Mill Valley, CA 94941
Toll free: 800/227-0735
Calif: 800/772-3374

7475 Kimbel St., Unit 10
Mississauga, Ontario
Canada L5S 1E7
Toll Free: 800/387-3158

CONTENTS

4	LET'S CELEBRATE, BUT ... FAMILY AND COMMUNITY	SHIRLEY McNAUGHTON
6	Different Views	ANDREW MURPHY
7	Patience	KARI HARRINGTON
8	RESEARCH AND PUBLICATIONS AUGMENTATIVE COMMUNICATION	GEB VERBURG
10	Strategies To Facilitate Communication	DAVID McNAUGHTON and JANICE LIGHT
12	BLISSYMBOL TALK	CLAUDIA WOOD
13	Symbols Down Under	JANE REMINGTON-GURNEY
14	THE PARAPHRASE TEACHING AND LEARNING	
15	A Treasure Hunt for Bliss	DEBORAH HANN
16	SHARING IDEAS WITH NORA	NORA ROTHCHILD
17	PUBLICATION ANNOUNCEMENTS MACHINES, COMPUTERS AND THINGS	
19	Synthetic Speech: Helping Children Learn	SHIRLEY McNAUGHTON
	INTERNATIONAL NEWS	
20	A Special Party in the Netherlands	
	PERSPECTIVE	
21	Blissymbols in Hungary	SARAH SWARTZ
22	SCHEDULE OF EVENTS	



VOL. 4, NO. 1 MARCH 1986

ISSN 0822-0638

Established November 1982
Published quarterly by
Blissymbolics Communication Institute.

Executive Director: Shirley McNaughton
Editor: Ann Kennedy
Subscriptions: Lesley Carter
Design: Jack Steiner
Cartoons: Monica Jakubcsik
Typesetting and Printing:
The Beacon Herald, Stratford,
Ontario

Cover Picture: John Dowling and Jim
Gerond, March of Dimes trainees at the
new AACE Resource Centre.

The contents are copyright.

BCI wishes to recognize and thank the
following organizations for their support
in sponsoring sections of *Communicating
Together*.

- Sun Life Assurance Company of
Canada, Toronto, Ontario
- Pilot Club International, Ontario District
- Tippet Foundation, Toronto, Ontario

Back Issues: Limited number available,
\$5. Canadian funds.

Subscription Rate: \$20. per year Canadian
funds, \$15. per year U.S. funds. Orders of
50 units @ \$10. per unit - \$500. Canadian
funds. Subscriptions outside North America
\$25. Canadian funds. ISAAC Members \$5.
discount on each of above rates.

Direct correspondence regarding subscriptions,
back issues, contributions, sponsoring, adver-
tising, address changes and bulk mailings to:
Communicating Together
Blissymbolics Communication Institute
350 Rumsey Road
Toronto, Ontario, Canada M4G 1R8

Communicating Together is published
quarterly as a means of sharing the
experiences and communication systems
of nonspeaking people with their
families, communities and the
professionals who work with them.

BCI is a member of the Canadian
Rehabilitation Council for the Disabled
(CRCDD) and the Canadian Periodical
Publishers Association (CPPA). BCI supports
the International Society of Augmentative
and Alternative Communication (ISAAC) and
the International Project on Communication
Aids for the Speech Impaired (IPCAS)
through membership and participation on
executive committees.

The cover design reflects, directly and
indirectly, the many techniques that
contribute to augmentative communi-
cation: pictures, drawings, signing,
Blissymbols, words and technology.

LET'S CELEBRATE, BUT...

SHIRLEY McNAUGHTON

Shirley McNaughton is Executive Director of the Blissymbolics Communication Institute. She is president of the International Society for Augmentative and Alternative Communication (ISAAC).

When the plan for this article was first conceived, it was to be a rejoicing together. I was motivated by our renewed ability to continue publishing *Communicating Together* and the excitement associated with the introduction of our new AACE (Augmentative and Alternative Communication in Education) Resource Centre in North York. These two events led to thoughts of the many fortunate occurrences we have experienced over the past several months. Sharing them through an article seemed an appropriate way to begin the first issue of 1986.

As the day-to-day responsibilities of continuing the magazine and of implementing a constructive service program within AACE became apparent however, further comment seemed essential. An article recognizing both the *positive* and *negative* aspects of BCI's current undertakings seemed to be required. Thus, I invite you to celebrate and to contemplate.

Celebrating Together

A toast to the continuation of *Communicating Together*! We are delighted to be able to maintain a magazine for and about those who use augmentative communication. We have many ideas for new articles and hope you, our readers will contribute even more. We hope you like the new cover and page layout and that you find the centre-fold on Blissymbolics and the new Paraphrase section helpful. We hope the educational capability of *Communicating Together* can be expanded in upcoming issues. To this end, we will attempt to have a range of systems and devices receive attention. We are particularly anxious to have developers and users of augmentative communication systems increase the number of articles they submit.

A second cause for celebrating

has been the opening of our AACE Resource Centre in Roywood School. Recognizing the need in Ontario for more support to the educational programs of nonspeaking students, The Easter Seal Society, Ontario and the Kiwanis Club of Toronto have provided us with funding for a library, audiovisual presentations, training and consultation service for those providing education to Ontario youngsters. We have stocked our library shelves and drawers with over 1000 books and papers relating to the many aspects of augmentative communication. Our new camera and video recording system, along with new furniture, overhead projector and computers have given us the basics. In November, we officially introduced our new facility through an Open House. Now we look forward to sharing the knowledge we have gained since 1971 with the many people helping nonspeaking students in Ontario.

The first AACE training sessions provided a stimulating beginning, focussing one day on self image and one day on reading. We were delighted with the evaluations. One letter in particular let us know we were achieving our objective. It described our training as "just the right balance of informality and seriousness..."

New Publications too!

Our November Open House had a second purpose. We were celebrating the completion of two major BCI publications: *The Blissymbolics Independent Study Program* and *Communicating with Blissymbolics*. Both these publications had dominated the attention of BCI over several years and it was with great jubilation that we proudly thanked all those who had contributed to their successful completion. Joining us in our celebration were several members of Kiwanis Club of Toronto. They represented their club which provided support to the two publications as well as to the development of the Blissymbol typesetting font. Present as well were representatives from the

Beacon Herald Press who devoted hundreds of hours to perfecting the new font. The publication designer, editors, and contributors took part in the celebration too. Sharing our sense of accomplishment were representatives from the Easter Seal Society, Ontario whose funding made possible the new AACE program. As well we had representatives from Ontario Pilot Clubs, Zonta Club of Toronto and our many associates who helped either with the publications or with setting up the resource centre.

The Independent Study Program makes possible a new era for those wishing to learn Blissymbols. The option is now available to anyone to undertake a guided study program in their own home, in their own time. We have long hoped to be able to support the learning of Blissymbols in this way. It is very satisfying to have achieved this at last.

More Reasons to Celebrate

Other developments, less specific to BCI, but nonetheless exciting, deserve our celebration as well. Although they are focussed in Ontario, they demonstrate the progress that is being made in delivery of services related to augmentative communication and they serve as models for broader application in the future:

- The Assistive Devices Program, providing augmentative communication devices to Ontario children has been extended up to twenty-one year-olds, as of January, 1986 and through this program, one million dollars in funding is being directed annually by the Ontario Ministry of Health to the ADP approved treatment centres in Ontario. The Augmentative Communication Service of The Hugh MacMillan Medical Centre is being given a major responsibility in this expanded service delivery program. We rejoice in the support being given by the Health Ministry to all the approved centres throughout Ontario.
- Several conferences stressing the need for family and consumer involvement have been held

during the past six months in Ontario. One was the ISAAC Regional Conference held at Cranberry Lodge, Collingwood in October, 1985. Everyone attending appreciated the special contribution made by Kari and Ruth Harrington and Lake Kissick who brought to the discussions their first-hand experience with augmentative communication.

- The Ontario March of Dimes training program for computer applications by the disabled is beginning to find training opportunities in business for its trainees. It is our personal gain that two of the trainees, Jim Gerond and John Dowling are now undertaking their training semester at BCI.

The Broader Field

Internationally as well, we have reasons to celebrate. Intensive planning is underway for ISAAC's first non-North American Biennial Conference, being held in Cardiff, Wales, September 21-24, 1986. This gives those of us in North America a wonderful opportunity to share ideas and findings with the many able people from Europe whose experiences bring exciting dimensions to the field of augmentative communication. I hope a large number of North Americans will participate in ISAAC's international activities by going to Cardiff in '86.

Lastly, I personally have celebrated several demonstrations of mature reflection within our field. I have referenced four works that have been particularly meaningful to me

in the past year. All of these publications stimulate broader thinking and encourage us to look beyond our immediate professional knowledge and experience.

I invite you therefore to join with me, in celebrating our magazine's continuation, our new publications, the new services in Ontario, the increased involvement of consumers and the signs of growing maturity in our field. I ask as well that we accompany our *celebrating together* with *considering together* ...

The Challenges that Accompany the Achievements

Our ability to continue *Communicating Together* has only been possible through redefining BCI's priorities, reducing the attention given to other BCI activities and placing additional responsibilities on our staff. We enter 1986, with increased workloads, a smaller staff complement and the strong hope that we will be successful in gaining further funding support.

Our AACE Resource Centre, thanks to funding from The Easter Seal Society, Ontario, and the Kiwanis Club of Toronto, is able to provide service to educators throughout 1986. There is need, however, for long term support. The Ministry of Education has recognized this need and encouraged the initiation of AACE. We hope we will be given the resources to strengthen this program in the years ahead.

The BCI publications bring their own challenge. We have the format

to learn about Blissymbols without the cost and time involved in attending three-day workshops. We now must find ways of reaching people who do not know this type of training is available.

Internationally, we have so much to learn! As I observe the small yet significant steps being made by ISAAC and IPCAS, I am proud, but humbled by the immensity of the task. Can participants in a young field have a wide enough perspective and feel confident enough to co-operate and work internationally? Can we be tolerant of the mistakes that take place through inexperience? Of all the specialists who should be able to co-operate, those involved in augmentative communication would seem to be the best prepared. Can we do it?

We have much to look forward to as more research is undertaken in augmentative communication. The occasional article that draws together information from several studies give us an indication of what to expect in the future. But, there is a need for well formulated models providing a framework for co-ordinated, long term research programs.

We began by celebrating; I finish in a more serious vein. Our accomplishments give us immense satisfaction. Yet we know that the field of augmentative communication has much growing up to do, before we can ensure the best possible communication opportunity for each non-speaking individual.

Let's celebrate, but ...□

References

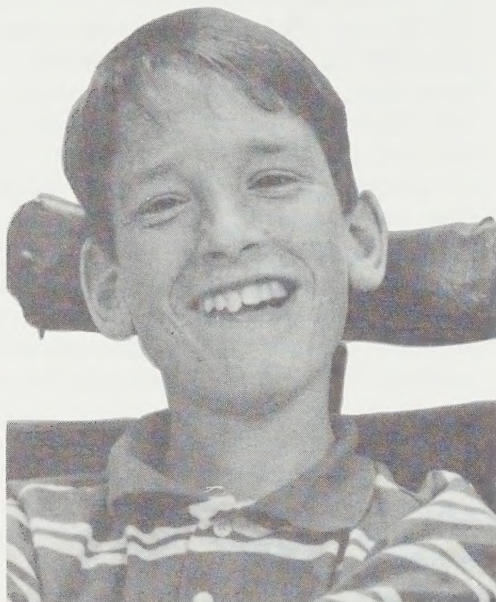
- Doherty, J., J. K. Daniloff and L. L. Lloyd. "The Effect of Categorical Presentation on Amer-Ind Transparency". *Augmentative and Alternative Communication* Vol. 1, No. 1, Feb. 1985, pp. 10-16.
- Kraat, A. W., *Communication Interaction between Aided and Natural Speakers: An IPCAS Study Report* Toronto: Canadian Rehabilitation Council for the Disabled, 1985.
- Reichle, J. and G. Karlan, "The Selection of an Augmentative System in Communication Intervention: A Critique of Decision Rules". *The Journal of the Association for Persons with Severe Handicaps*, Volume 10, No. 3, Fall 1985, p. 146-156.
- Verburg, G. "Service Network" *Communicating Together* Vol. 3, No. 4, pp. 21-23.



Break time at the first seminar in the new AACE Resource Centre.

Different Views

ANDREW MURPHY



Andrew Murphy has been the Editor of the Family and Community section of Communicating Together since the magazine began in 1982. A Blissymbol user for many years, he now uses the Mod Keyboard for written communication. Andrew and his family recently moved to Florida, but he was anxious to continue his association with us. Writing with the help of his father Mark, he now shares his new perspective with readers, and includes the stories and experiences of other augmentative communication families with whom he is in touch.

Along with my family, I moved to Clearwater, Florida, during the Canadian Thanksgiving weekend. We have a very nice home, and my bedroom is on the ground floor which makes it much easier for my mother to take care of me.

I like my school very much. I do find it difficult however, being the only one using Blissymbols. My teacher Carol is very kind and interested in learning how to use the computer with nonspeaking people. I have started using my Mapwriter program and it is very helpful. It helps me communicate with a lot more people. I am getting much better with my spelling and completed my first essay on Dr. Salk.

I miss all my friends very much. It gets quite boring since I don't have friends to take me out on the weekends. If I get to know more people I can do more things and enjoy what Florida has to offer.

International Mail

I was very pleased to receive the following letter from Réka Kovàssy.

Dear Andrew,

My name is Réka. I'm a twelve-year-old nonspeaking girl. I'm living in Budapest, Hungary. I have a little brother Mike, one-and-a-half years old.

In Hungary there isn't any special school for nonspeaking children. I attend an auxiliary school, but I'm not retarded mentally. Two years ago we were lucky to hear about Blissymbol communication. My mother and I began to learn the symbols.

My grand-grandmother ordered *Communicating Together*. I'm very pleased to know that there are a lot of children like me and they are happy. I'm rather alone here, that's why I was glad to learn about you.

I have a problem that you can perhaps help me with. I am always drooling. Do you know if anything can be done for this?

I now have some Blissymbol stamps, and I know about two hundred symbols. I have some books and *Communicating Together* magazines too.

Yours,
Réka Kovàssy

Dear Réka,

Regarding your drooling, I want you to know I understand the problem. Soon I will be having an operation to correct this same thing. Once it is completed, I will write you and let you know how it went.

A First for Sylvia

I received another letter, from Sylvia Mosher of Sault Ste. Marie, Ontario, who is just starting to live on her own. You can imagine the concern a twenty-two-year-old person with cerebral palsy would

have about living alone for the first time. I'm sure you will join me in wishing Sylvia good luck. Please keep us informed how it is going, Sylvia.

Dear Andrew,

I am trying very hard to adapt to my new life. It is almost like a dream which I haven't wakened up from yet. In a way this business of being free is extremely frightening because I never experienced even a morsel of what I'm experiencing now. Not that I was purposely stopped from doing things; it's just that it wasn't necessary for me to do the things that I'm finding so frightening now.

When it came time for me to move I think I was in shock. On one hand I knew it would happen, on the other hand it was just something that I would dream about and figure the day couldn't possibly come to pass.

Some days I want to pack up and go back to where life is simple, to where there is security. Then I remember that everyone has or is going through what I think is so dreadful now. I can't seem to get it through my thick head that I am actually free. I keep imagining that I am living in an institution. It doesn't seem possible that someone like me can be so free.

Two months have gone by and I still have a hard time believing that I'm on my own. It is getting easier though as the days go by. It's really just a miracle that I can have this experience. If you asked me four years ago where I would be living when my parents couldn't handle me anymore, I would have said in an institution far away from my home and my family. When I think about that, I have to thank God for this place.

Sylvia Mosher
Sault Ste. Marie, Ontario

** ** *

**This section of
Communicating Together
is sponsored by
Pilot Club International,
Ontario District.**

Now that I am getting to know the people in my school, my project is to get more people to communicate with Blissymbol users. I am going to try to use our magazine, *Communicating Together*, to help spread the news in my new home state. I'll keep you posted.

Don't forget to write to me and let me know how things are going with you. I sure like getting letters. □

Andrew Murphy
3278 Masters Drive
Clearwater, Florida 33519, U.S.A.

Patience

KARI HARRINGTON

Patience is so hard!
When I want to talk,
I have to be patient
With the person I'm talking to.
I have to wait for them
To get my message.

Patience is what I must have
When I go to the john.
Sometimes I just wish
I could get on my feet
And go myself.
But, I have to be patient
And wait for somebody to take me.

Patience is not easy.
When I want to get out of bed
In the morning I call.
Everyone else wants to sleep.
Sometimes I just want to
Get right out of bed myself.
But I am patient until
Somebody comes to get me.

Patience is what I have
When I need something to be done
for me.
I must sit there until
People are not talking.
Sometimes I am interrupted
And people forget all about me.

Some people say
I should learn to yell when I want
them.
Some day maybe I will.
But I have had to learn
To be oh so patient!

Kari Harrington is a student at Langstaff High School in Ontario. She was in the original Blissymbol class in 1971 at the Ontario Crippled Children's Centre. Kari's poetry first appeared in Communicating Together in Vol. 4, No. 3. Since then she has submitted several more poems to us, which we will share with you in the coming issues.

David Woods BCI Board Member, 1981 - 1985

All of us at BCI were greatly saddened
by the death of David Woods,
November 28th, 1985.

He brought much strength to BCI,
but above all he was a treasured friend.

In his five years as member of our Board of Directors,
David organized and served as Chair, BCI Finance Committee,
giving strong leadership to our funding program.

He chaired, on behalf of our Board Chairman,
many Board Meetings and our 1985 Annual Meeting.

David was, first and foremost, a problem solver,
applying his broad experience in business and with organizations,
to the many critical issues faced by BCI.

He was always positive and confident that,
with well-directed effort
and with the help of knowledgeable people,
we would find solutions.
And most often, we did.

We will miss his lively spirit,
his determination,
his never-ceasing interest, support and understanding.

BCI staff and Board of Directors
will always remember with affection,
their association with David Woods.

COMMUNICATION OUTLOOK Focusing on Communication Aids and Techniques A Publication of the International Society for Augmentative and Alternative Communication (ISAAC)

Communication Outlook is an international quarterly which provides a forum for individuals interested in the application of techniques and aids for people who experience communication handicaps. It is a cross-disciplinary information source as well as a reference for those wishing to contact others working in the field of communication enhancement.

Communication Outlook features regular sections on: commercially available aids, aids under development and components to build aids; interfacing and augmenting aids; new publications and resources; centers and groups involved in various aspects of communication enhancement; innovative methods, procedures, teaching strategies and uses of materials shared by readers; and advocacy issues, including new groups, strategies and successes.

The International Society for Augmentative and Alternative Communication (ISAAC) was formed to advance the transdisciplinary field of augmentative and alternative communication techniques and aids. Membership in ISAAC includes a one-year subscription to *Communication Outlook*. ISAAC offers Student/Consumer Membership for \$15, Active Membership for \$25, Contributing Membership for \$100 and Corporate Membership for \$500. For membership information, write ISAAC, P.O. Box 1762, Station R, Toronto, Ontario M4G 4A3.

For subscription information, contact *Communication Outlook*, Artificial Language Laboratory, 405 Computer Center, Michigan State University, East Lansing, Michigan 48824-1042, (517) 353-0870.

Help! A Disabled Child is Joining My Group

GEB VERBURG



"Research and Publications" is written by Geb Verburg, who has been involved in the field of nonspeech communication since the mid-seventies. A cognitive scientist, Mr. Verburg is currently working as Research Associate in several research projects at The Hugh MacMillan Medical Centre.

"It is quite normal for teachers or leaders of any children's group to panic upon discovering that a disabled child will join their group." (p. 15)

The title of this article and the above quote are taken from a book that can help take the panic out of this experience. *Count Me In! A guide to teaching disabled and able-bodied children together* is written by Philip Blackford and Audrey King. Both authors work at the Hugh MacMillan Medical Centre, Toronto. The sensitivity, practical common sense, and clear and concise information offered in this 136 page paperback make this book your indispensable desktop companion. For an introduction to the most common disabilities and as a practical guide for teachers I know of nothing that can match *Count Me In*.

Contents

The authors combine warm descriptions with telling statements from

disabled persons. The reader is given a close understanding of each of the nine physical disabilities presented in the book. These disabilities are amputation, cerebral palsy, head injury, hearing impairment, muscular dystrophy, speech and language disorders, seizure disorders (epilepsy), spina bifida, and visual impairment.

Prior to presenting simple and clear accounts of each of these disabilities, the authors dedicate one section to Integration and one to Disability Awareness. The fourth section of the book includes fourteen game-like group activities. The book finishes with a list of resources, films, publications and a fifty word glossary.

Philosophy

The basic philosophy of the book is one of mainstreaming. "Integration enables the disabled individual to develop self esteem and a sense of identity in the context of the real world" (p. 15). However, the authors also affirm that integration "without providing appropriate supportive service is tantamount to child abuse" (p. 17), a need that was pointed out by early experiences of mainstreaming in Sweden (Söder et al, 1980).

Acceptance of disabled persons and the willingness and commitment to work with them are identified by the authors as essential to successful integration. *Count Me In!* provides an important step towards making acceptance of disabled persons practically attainable.

The section on awareness programming is superbly written and includes activities which are valuable beyond the classroom environment. All activities, designed to make able-bodied children more aware of disability, also broaden their thinking, and extend their sensitivity and understanding of others and themselves.

The authors' purpose is to give confidence and support to teachers; they do so effectively and without paternalizing (maternalizing). In a sense Blackford and King practice here what they preach. As they gradually build the self-confidence

of the teacher, they emphasize the crucial importance of the child's self concept in his/her adjustment to the world.

Comment

It will be obvious that I am very favourably impressed by *Count Me In!* There is one caution I will make about a sentence that could be misinterpreted. When discussing spina bifida, the authors write: "Many children with hydrocephalus do have learning difficulties." (p. 86) The intent of the sentence is to alert teachers to the possibility of difficulties that may arise so they can identify and remediate the problems early. The danger of a sentence like "Many children with ... do have ... difficulties" is that it can create negative expectations. Advice that is given on page 57 with regard to disabilities that are sometimes associated with cerebral palsy could well be applied more broadly: "The best approach is not to assume any cognitive deficit and to try to find ways of allowing a child to participate and learn in ways compatible with his physical abilities."

Count me in too!

The title of the book has an interesting double interpretation. *Count Me In!* is the call of a disabled person for inclusion in the "larger world". It can also be the affirmation by able-bodied peers, teachers, principals or administrators of the opportunity to enlarge their world.

"The challenge of accepting disabled children into your classroom is the same one you have already faced countless times: the challenge of adapting your skills to meet the needs of your students". (p. 7) □

References

- Blackford, P. and A. King, *Count Me In! A guide to teaching disabled and able-bodied children together*. Toronto: Is Five Press, 1985.
- Söder, M., K. Nordén, T. Ang, H. Svensson, and K. Paulsson. *Research and Development Concerning Integration of Handicapped Pupils Into the Ordinary School System*. Stockholm: National Swedish Board of Education, 1980.

Let's Talk...

Lake Kissick has cerebral palsy. He cannot talk as you and I do, but he talks easily and naturally with his LIGHT TALKER and MINSPEAK software. If Lake had touch capabilities, he could be using TOUCH TALKER, a companion device which is accessible to even the youngest user. You can choose a template for TOUCH TALKER with 8, 32, or 128 squares.

The larger-square template is excellent for those without fine motor control.

Thanks to LIGHT TALKER, Lake's isolation is over. He can reach out, express his feelings, learn and achieve. Do you know a non-speaking person who deserves the same opportunity?

• MINSPEAK and EXPRESS software available

• Connects to computer, portable printer and environmental system

• Rental program available



Optional 8 and 32-square templates for TOUCH TALKER.

OUR
20TH
YEAR



Lake
Kissick

*Call us for the name of your closest
Certified PRC Consultant.*



Prentke Romich Company
1022 Heyl Road • Wooster, Ohio 44691
Phone (216) 262-1984



BETACOM

6160 VanDen Abelee
St. Laurent, Quebec H4S 1R9
Phone (514) 335-1058

WP-19

Strategies To Facilitate Communication

DAVID McNAUGHTON and
JANICE LIGHT

David McNaughton is an instructor with the Augmentative Communication Service (ACS) at the Hugh MacMillan Medical Centre (HMMC) in Toronto. He is assisting Janice Light in the development of an assessment protocol to examine communicative interaction involving severely and profoundly developmentally handicapped adults. Janice Light is a clinician with the ACS.

The power of communication is central to the determination of any individual's quality of life. It is especially important for those individuals who are severely and profoundly developmentally handicapped. Since these individuals face a lifetime of substantial dependence on others, their ability to communicate must be recognized as a priority in their daily programming. In the past, these individuals have frequently been excluded from support services such as communication or language intervention, or have failed to benefit from the programs offered. Recently, professionals have recognized that it is possible to meet the complex communication needs of these individuals by creating intervention programs which address the development of functional communication skills within the natural environment.

In 1984 the Metro Toronto Association for the Mentally Retarded (as a result of its Project '81 initiative) created the Developmental Services for Adults (DSA) program, which has co-ordinated the development of an innovative service delivery program for severely and profoundly developmentally handicapped adults. As part of this service package, DSA sought consultation services from the Augmentative Communication Service (ACS) at the Hugh MacMillan Medical Centre to provide communication assessments and to develop appropriate com-

munication intervention programs for the clients.

The principal goal of communication intervention programs should be to optimize the client's communicative interaction skills with a wide range of individuals within the natural environment. To meet this goal, the communication clinician works with the client to help him or her find ways to send clearer messages. Intervention may also include providing communication partners (i.e. staff members) with information as to how they can best support and develop the communication skills of their clients. Often communicative interaction is successful only because the partner involved understands and interprets the intent of the client's actions. Those acting as facilitators of a client's communicative development must adapt their own interaction strategies and adjust to the client's competencies and weaknesses.

Facilitator Strategies

In working with the clients and staff members at DSA, the ACS has identified a number of "facilitator strategies" which can be used by communication partners. This article will briefly describe these strategies, and provide examples of how they were incorporated into the daily activities at the Gooderham Developmental Centre in Toronto.

Structure the Environment to Promote Communicative Interaction.

Typically, individuals with severe physical and mental handicaps are given few opportunities to develop their communication skills. It is important to structure the physical environment and position the client so as to facilitate interaction between the client and peers or staff members (e.g. moving a mobility restricted individual closer to his/her peers at the lunch table). It is also important to develop interaction around meaningful and appropriate activities, to ensure that the client learns skills which are truly functional within his/her daily routine.

Follow the Client's Lead.

Clients are most likely to learn when interested in the activity at hand. We need to observe them carefully to identify any interests that they show in the environment. We can then promptly respond to these interests and develop them into opportunities for meaningful interaction (e.g. providing the client with a requested object, assisting the client in social interaction with a peer).

Provide Opportunities for Communicative Interaction.

Opportunities for communicative interaction (e.g. greetings, making choices, requesting attention, etc.) occur throughout the day. As facilitators, we need to recognize and to develop such opportunities for the client to interact with others. It is much better to develop brief opportunities for the client to communicate on an ongoing basis throughout the day than to set aside a restricted period of time during the day in order to focus on specific communicative behaviours. Rather than anticipating a client's needs and wants (i.e. desired items and activities), we can offer him or her a choice between preferred items. Often a task the client is working on independently can be turned into a shared activity involving turntaking with another client.

Expect Communication/Interaction Which is Appropriate for the Client.

Within the opportunities for communication that we provide for the client, it is important to be aware of our expectations and ensure that they are realistic. Are we expecting the client to demonstrate a skill he or she hasn't used before? If so, we should provide the client with the support required to make use of that skill by modelling the expected behaviour and using appropriate prompts. Conversely, are we depriving the client of an opportunity to use skills previously demonstrated (e.g. giving only a verbal greeting to a client who enjoys shaking hands)? Clients need numerous opportunities to make meaningful use of their communication skills if they are

to retain and develop these abilities.

Attend to the Client.

Once we have started to interact with the client, we must provide him or her with our focussed attention until the interaction is appropriately terminated (e.g. the client makes a choice and is given the appropriate item, the facilitator tells the client he or she is leaving). If our attention wanders, the client may become confused about our expectations for communication.

Pace Interaction.

Since communication is often a difficult process for nonspeaking severely handicapped individuals, they may require more time to take their turns (i.e. initiate a topic, make a response). It is important to allow the client sufficient time to participate in the interaction; when there is an opportunity for the client to act, we should focus our attention on the client and wait. We can also encourage the client to initiate by pausing during the interaction, and responding promptly to his/her expressed interests.

Prompting.

It is important that we clearly expect the client to take a turn when there is an opportunity to do so. If the client does not take a turn despite sufficient time, we may need to prompt. In general, our prompts should be the least intrusive possible. Perhaps a signal for the client to take an appropriate turn with a gestural cue (e.g. a questioning facial expression), a verbal prompt (e.g. "what do you want?"), or a physical prompt (e.g. lightly guiding the client through the initial steps of the expected movement) is required.

Provide Appropriate Language Input.

It is important to use language which the client can understand. Often we can facilitate the client's comprehension if we consciously attempt to use facial expression, body language, gesture, and intonation to help convey our meaning. We should be careful to use language which is appropriate to the client's receptive skills. If the client fails to respond or seems confused about our expectations, it may be that our messages are unclear. Perhaps our language is too complex (e.g. we

may be asking the client to process too much information), or perhaps we need to support our message and clarify our meaning by using signs and natural gestures.

Provide Models for the Client's Expressive Modes of Communication.

Individuals seem to learn to communicate, in part, by watching and listening to others. In daily interaction with the client, we should try to use modes of communication which the client could use expressively to participate in communicative interaction. For example, if a client is using a Blissymbol board, we might augment our spoken message by pointing to the appropriate symbols. To use a mode expressively, the client needs numerous opportunities to experience the use of that mode and to observe its power to fulfill communicative needs.

Keeping in mind all the strategies described above, we should remember however that communication should be a fun experience. We should relax and interact with the client in as natural a manner as possible. If we are relaxed, the client is more likely to be interested and motivated to communicate, and the interaction is more likely to be "successful" for all involved.

Activities To Facilitate Interaction

Functional communication skills can best be developed through meaningful interaction (e.g. small group activities, choice-making, turntaking, etc.) with others. One of the challenges of working with severely and profoundly developmentally handicapped adults is to develop meaningful and functional activities that provide numerous opportunities for communicative interaction and which are appropriate to the client's interest, age and skill level.

At the DSA Centre, the client's primary counsellor, the occupational therapist and communication instructor meet on a regular basis to discuss activities in which the client is currently involved and to consider the development of new activities to provide further communication opportunities. A few of these activities are described below.

(1) *Dishwashing.* A small group of clients work co-operatively to wash

dishes; each performs one step in the task. Within the activity, they are given numerous opportunities to interact with others. They are offered choices as to whether they want to wash or dry, practise taking turns by reaching for items from other clients, and receive numerous appropriate language models to label the items and activities.

(2) *Food Preparation.* The clients prepare simple food items (e.g. salads, muffins, sandwiches) as a group in the kitchen. Many opportunities for communication are present. Clients take turns adding ingredients to the mix, make choices as to what tasks they want to perform, receive numerous appropriate language models, and request attention or objects as required from staff members.

(3) *Gym.* Within gym activities, clients communicate choices between activities and receive appropriate language models. They are also encouraged to communicate their desire to continue or terminate activities.

These are only a few of the activities in which clients and staff are involved at the DSA Centre. By making use of appropriate strategies as we interact with clients, facilitators support communicative development and encourage increased social interaction. In all our interactions, we must have realistic expectations of the client; changes may occur slowly. Basic choices and responsibilities have often been denied to severely and profoundly handicapped individuals. It is therefore not surprising that many do not immediately initiate social contact and spontaneously express needs and wants when given the opportunity to do so. Too often, these individuals have been taught that their social needs and interests do not matter. It is our job as concerned facilitators to provide clients with opportunities to communicate and then to let them realize the power of communication by consistently acting upon their expressed interests. □

More Pronouns

In the last issue you learned how to use the symbols *person*, *man* and *woman*, accompanied by the numbers 1, 2 or 3, to create additional pronouns. More new forms can be devised using these numbers with the symbols *boy*, *girl*, *child* and *baby*.

Examples:

He loves her.



She hugs him.



Personalize your People Symbols

In addition to the pronouns it is also possible to use the symbols, *man*, *woman*, *boy*, *girl*, *child* or *baby*, to personalize any symbols which represent people.

Examples:

Teacher could be:

(person + to teach)

OR (man + to teach)



OR (woman + to teach)



Student could be:

(person + to learn)

OR (boy + to learn)



OR (girl + to learn)



Class could be:

(group of + person + to learn)



OR (group of + child + to learn)



There are two new symbols for family. Two symbol synonyms were recently added to the BCI Standard Vocabulary in response to a request from a symbol instructor. She emphasized that the symbol representing a traditional family $\wedge$ was not meaningful for many of her students.

family



(group + protection:
a group of caring people)

family



(person + protection + person:
caring people)

Symbols Down Under

JANE REMINGTON-GURNEY



Jane Remington-Gurney, a speech therapist, has worked in several countries; Canada, United Kingdom and Australia. She has extensive experience in the field of augmentative communication and is a Presenter for Amer-Ind Gestural Code and Blissymbolics. In 1984-85 she travelled with her husband to the Solomon Islands and worked there in a volunteer capacity for several months. She has now returned to Australia where she is active in the BCI Affiliate group.

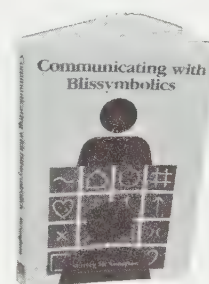
For many years Joan Hurren, Senior Presenter for Blissymbolics in Australia, has conducted introductory and two day workshops in Australia. At the present time almost every state in Australia is using Blissymbols. Many centres having integrated Blissymbols into graphic/manual augmentative communication programs, are using the Blissapple and experimenting with their own computer graphics.

In June this year it became possible to hold Australia's first elementary Blissymbolics training program in Brisbane, Queensland. Keila

Waksvik, from Montreal, who is here on a working holiday acted as our Senior Presenter and was assisted by Geraldine Cleary and myself. Thirty participants attended the workshop, many bringing with them accounts of their own experience with Blissymbols, their experience with assistive communication aids or experience of using Blissymbols as a pre-reading aid. Most of the delegates were teachers and therapists from Queensland; however, we did have delegates from New South Wales and one from China.

The venue for the workshop was the Department of Speech and Hearing at the University of Queensland. The administration of the workshop was undertaken by the Queensland Continuing Education Branch of the Australian Association of Speech and Hearing. Our thanks go to everyone who made the workshop possible and who participated in the grueling three day program! □

New From BCI



Edited by
Shirley McNaughton

This new textbook is a reference and resource book for professionals, libraries and students. Included are sections relating to:

- the system of Blissymbolics
- interactive communication
- vocabulary selection
- display organization
- Blissymbols and Reading

ISBN 0-9690516-3-8 Price in Canada
Soft Cover 6"x9" \$23.00 +
256 pages Shipping

Blissymbolics is a meaning-based, augmentative communication system offering vocabulary, structure and strategies to stimulate communication and cognitive development. It can benefit persons of all age and intellectual levels who have the potential and opportunity for interactive, functional communication. Blissymbolics can be used independently, with a variety of picture systems and technologies, or as a complement to words and spelling.

Blissymbols used herein are derived from the symbols described in the work *Semantography*, original copyright © C. K. Bliss, 1949.

September 1982, C. K. Bliss granted an exclusive, non-cancellable and perpetual, world-wide license to the Blissymbolics Communication Institute, for the application of Blissymbols, for use by handicapped persons and persons having communication, language and learning difficulties.

The symbol composition and drawings appearing in articles are in accordance with *Blissymbols for Use*, compiled and edited by Barbara Hehner, and published by the Blissymbolics Communication Institute, Toronto, 1980.

The Paraphrase is a new section of Communicating Together written for those who are nonspeaking and who are moving into traditional orthography. An article of special interest from a previous issue of Communicating Together is restated to provide

an independent reading opportunity for the growing reader. The format used is in response to recommendations made by young adult readers at the BCI Seminar on Reading, July, 1985. Suggestions relating to style and content of this new section are welcomed.

With Just One Point



"Come on, admit it!"

Have You Thought About Sentences?

Put sentences on your communication board. They make communicating easier for you and easier for your partner too! You can have sentences along with pictures or Blissymbols or in words alone. Your partner looks at the sentence. You look at whatever is easiest. It might be the picture, or the Blissymbol, or the words.

You think about your partner's needs and your own needs. Then be creative! Try a few sentences and see what happens. Here are some samples.

For urgent messages

I feel sick.

For solving problems

I can't hear the TV.

For special situations

I'm looking for

For socializing

See you later.

For commenting

No way!

For communicating

Tell me more.

You need sentences for ideas you say often. They can be polite or jargon or slang. They belong to you!

Sentences are important, but they can only be one part of your communication board. You need single pictures, Blissymbols or words as well. They allow you to say new and different things. A good communication board gives you both sentences and single ideas. A good communication board lets you be you!

If you want to know more, find a reading helper. Together you can find out more about sentences by reading *Communicating Together*, "Sharing Ideas with Nora", Vol. 3, No. 4.

A Treasure Hunt for Bliss

DEBORAH HANN

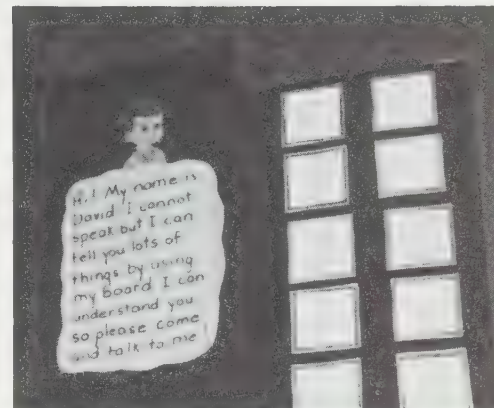
Deborah Hann is a special education teacher in the Unit for Children with Cerebral Palsy at Mary Queen of Peace School in St. John's, Newfoundland. As part of a course requirement for Education 4540: "Communication for the Severely Disabled" at Memorial University, she was asked to complete a communication board or develop a means of publicizing nonspeech communication to other children in the school. The following is taken from this assignment.

As I work with children using communication boards every day, and because my students have been newly integrated this year into Mary Queen of Peace, a regular elementary school, I thought that it would be a novel idea to teach the other children in our school about Blissymbolics.

The children involved were from primary grades up to Junior High. I decided to attract their attention with a bulletin board, making it simple, yet stimulating in language and appearance. As well, I wanted it in the corridor, so everyone could see it.

Attracted by the bulletin board, the students were then invited to take part in a Bliss treasure hunt. The students found simple instructions on a second bulletin board inside my classroom. They were asked to look for symbols and match them with those found on worksheets I provided. After completing the match, the sheets were brought to me and I explained what the symbols meant. We then proceeded to find each symbol on my students' Bliss boards.

In this way, the students began interacting directly with nonspeaking children. I prepared several different worksheets for the hunt,



Part of "Treasure Hunt" Bulletin Board.

and encouraged the students to come back other days and try new ones. For each completed sheet, the students were rewarded with a sticker.

My bulletin board and treasure hunt have drawn quite a response from students and staff alike and have helped them to know our students better. Parents also have become involved while waiting for their children. We have all had fun! □

The Versatile Aid DIAL SCAN

For people who use switches

Use the **Dial Scan** to communicate with pictures, photographs, symbol systems, and written sentences. The **Dial Scan** can adapt to the student's needs as his language ability improves.

Create overlays displaying curriculum worksheets and the **Dial Scan** becomes an educational aid. This tool makes it possible for the physically handicapped to actively participate in the classroom.

So versatile - it serves as a communication aid and an education aid simply by changing overlays

Write for our catalog today!



don johnston
developmental
equipment

nonspeech
communication
and
computer access

900 winnetka terrace, lake zurich, illinois 60047 312/438-3476

Time is Always Pressing

I believe there are two basic reasons we don't write to share our ideas. The first one is obvious: it takes time to write and that is what people seem to have least of. It is ironic, though, to see that the only person who wrote to discuss what she was doing was Caroline Musselwhite, who is one of the busiest people I have ever met. Maybe she knew her idea was worth sharing.

Recognise your Inventiveness

The second reason for not writing is that we don't realize we have something to share! Too often, we underestimate ourselves in assessing what we know or what we have.

I came to realize this through my own experiences. For the past few years, I have been what could be called a "professional sharer". In 1980, I had the opportunity of travelling to several countries and meeting people from many centres, schools and hospitals. Since my main interest is augmentative communication, I took along slides of what we were doing in the centre where I was working in Montreal, Quebec, as well as ideas from other Canadian sources.

People were eager to learn about our ideas and I myself took pictures of everything I saw, so that upon my return I could share these new ideas with my colleagues. As the months went by and I had visited more and more places, I found I was sharing more and more material. Each centre wanted to see what was being done in places I had visited previously.

At first, I was sharing ideas from Canada with Sweden, then this grew to include ideas from Sweden, England and Canada being exchanged with centres in the United States, and so on. By the time I returned to Quebec, I had many new ideas to share.

In my travels, I found all too often that people "underestimated their inventions". In most of the centres I visited, people were eager to learn about what was being done

by others but "had little to show themselves" — or so they thought. I often had to persist and question them about their "inventions" before they would start, timidly, to bring out their ingenious creations. At other times, I found new adaptations myself as I looked around the centres I was visiting. When I asked about these, I always got the same answer: "Oh, that! That's just an adaptation we had to do for so-and-so because he couldn't..." Most of the time, after seeing how interested I was in these inventive adaptations, people started to show me many more.

It is my feeling, Nora, that your readers have treasure troves of inventiveness in their centres. But they have yet to realize the importance of these adaptations and strategies, developed "because everything else failed". It is true that each user has specific needs requiring tailor-made solutions, but one person's ideas may well serve as a catalyst for others. Once we recognize the importance of our ideas, we should always find time to share them.

Finally, Nora, I would like to take this opportunity of thanking you for providing us with this forum. A New Year's Resolution for all of us should be to use it regularly!

Sincerely,
Christiane Charlebois-Marois

Dear Christiane,
Thank you so much for your letter. Let's hope it stimulates others to write. I hope several readers will take up the challenge of your New Year's Resolution.



"Sharing Ideas with Nora" is a forum for sharing information concerning all aspects of augmentative communication. Nora Rothschild, Consultant with the Augmentative Communication Service of The Hugh MacMillan Medical Centre, heads up a regular column focussing on readers' questions, answers, problems and experiences.

I recently received the following letter from Christiane Charlebois-Marois, occupational therapist and author of the book *Everybody's Technology*.

Dear Nora,

For several years now, I have been thinking about the apparent difficulty of sharing ideas and would like to take advantage of your column to discuss my thoughts with you and your readers.

As you are responsible for this column, you are certainly aware of the importance of sharing. Over the years, you have encouraged us over and over to write and let you and your readers know of our experiences, tips, anecdotes, problems and solutions. Our response has not been overwhelming! Reviewing all the issues of *Communicating Together*, I found only a few letters intended for this forum. Most of the mail involved questions from readers and only one person actually shared her ideas (Caroline R. Musselwhite, February 1984). Now, why should that be?

**This section of
Communicating Together
is sponsored by
the Tippet Foundation,
Toronto, Ontario.**

PUBLICATION ANNOUNCEMENTS

Sample Graduate Curriculum, Readings, and Resource Materials

Augmentative and Alternative Communication For The Severely Speech/Language Impaired

BARBARA SONIES AND ARLENE KRAAT

This thirty page curriculum guide outlines topic areas, core reading assignments and supplemental readings for a graduate course in augmentative and alternative communication. The guide also provides a listing of selected audio-visual materials for supplementing class lectures as well as basic resource materials for class assignments and activities. These include: sources of symbol and sign; language board construction; detailed information about computerized communication devices, switches and mountings; computer use by the severely disabled; funding; toy adaptations; and other resource materials.

The sample curriculum and resource listing is available for the cost of duplication and postage. For a copy, please send \$8.00 U.S. to cover copying and mailing cost to: Barbara Sonies, Ph.D., Chief, Speech Language Pathology, National Institute of Health, Room 5D37, Bethesda, MD 20892, U.S.A.

The Bickell Introductory Lecture on Blissymbolics

The Bickell Introductory Lecture materials are designed for instructors to use within training courses and programs on augmentative communication. Included in the package are slides, overheads, and notes to support one or more lectures, presented in from one to three hours. Masters for photocopying handouts for students are included, as well as supplementary background reading materials for the instructor.

The Bickell Introductory Lecture on Blissymbolics has been designed for inclusion as one component within an augmentative communication

course. It is expected that the full course will include many other aspects of augmentative communication assessment and intervention, e.g. other graphic systems, signing, technology.

The Bickell Introductory Lecture is available only from the Blissymbolics Communication Institute. It may be purchased alone, or in an expanded package that includes the three referenced texts *Communicating with Blissymbolics* (McNaughton), *Teaching and Using Blissymbolics* (McDonald) and *Blissymbols for Use* (Hehner).

For further information contact: Blissymbolics Communication Institute, 350 Rumsey Road, Toronto, Ontario, Canada M4G 1R8. Telephone: (416) 424-3806.

Introd. Lecture:	Special Offer:
notes, slides,	Lecture materials
overheads, and	and three
reading materials	referenced texts
Price \$90.	Price \$150.

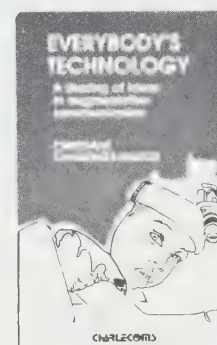
Guide d'intervention en communication non orale

This text, in French, has three main parts:

- 1) Introduction to different techniques of evaluation re the choice of a nonspeech communication system.
- 2) Suggestions for methods of teaching a nonspeech communication system.
- 3) Descriptions of many nonspeech communication systems outlining advantages and disadvantages of each.

The book is published by Le Centre de Ressources Bliss du Québec, and is distributed by L'Association de paralysie cérébrale du Québec, 525, boul. Hamel est, Local A-50, Québec, P.Q. G1M 2S8

Paperback 5½" X 9"	75 pages
1985	\$20. Cdn.



NEW BOOK

EVERYBODY'S TECHNOLOGY

A Sharing of Ideas In Augmentative Communication

by CHRISTIANE CHARLEBOIS-MAROIS, B.Sc. O.T.

More than 150 descriptions and illustrations of simple technical aids which help non-speaking people to communicate more effectively. These ideas were collected by the author from 40 centres mainly in Canada, United States and Sweden.

This book covers :

- Portable Systems**
- Laptrays**
- Accessing Tools**
- Encoding Techniques**
- Simple Commercial Material and Products**
- Readiness Skills for Communication**

In addition, you will find detailed lists of resources :

- Periodicals, books and articles related to adapted material and augmentative communication;
- List of distributors / suppliers ...

TO ORDER, SEND

(from Canada)	\$19.50 Cdn
(from United States)	\$16.00 U.S.
(from Overseas)	\$17.00 U.S.
- Postage and Handling included -	

or a purchase order to :

CHARLECOMS ENR.

P.O. Box 419
Jean-Talon Station
Montreal, Quebec
CANADA
H1S 2Z3

Synthetic Speech: Helping Children Learn

SHIRLEY McNAUGHTON

Amid the many sessions offered at the ASHF (American Speech and Hearing Foundation) Third Annual Computer Conference, three presentations provided excellent insights into the powerful teaching capabilities of synthetic speech.

Software and Synthetic Speech

Carol Cohen is Director, Schnier Communication Unit, United Cerebral Palsy Association in Syracuse, New York. She gave an overview of current software in Speech and Language programs. The lecture included software descriptions and demonstrations grouped under the categories of assessment/diagnostic programs, treatment applications and computerized approaches to case management. In the groupings on assessment/diagnostic and treatment/intervention software, several examples of synthetic speech usage were shown. Both the Votrax and Echo speech synthesizers were described and the new Votalker for the IBM-PC was announced. Although current synthetic speech is still quite different from human speech, its effectiveness in teaching programs was emphasized. Computer programs such as *First Words*, *First Verbs* and *First Categories* give young children the opportunity of learning words, concepts and syntactic rules through hearing words accompany the graphics on the screen. By adding a parallel interface card called *Print it*, a screen print-out can be obtained independently by the child with a single movement. This allows him or her to save a copy of the fun screen graphics. These pages can be made into a book, to review later, and attempts made to say the words originally heard when each page appeared on the screen.

Synthetic Speech and Language Development

The two afternoon speakers, Laura Meyers and Teresa Rosegrant focussed upon their research projects in which computers with synthesized speech were being used. Laura Meyers, linguist at University of Southern California, Los Angeles, is using synthetic speech output to facilitate language development in children with developmental ages from eighteen months to eight years. Dr. Meyers described her work with software Programs for the Early Acquisition of Language (PEAL). Toys are used along with the computer to provide children with language/play activities directed by the child's use of the computer. Overlays displaying pictures of objects and activities are placed over the Muppet Learning Keys. Through accessing any one of these overlays that come with the software, the child "says" the object and action he or she wants to have in his or her play activity. Two play levels are available: *Exploratory Play* (developmental age, eighteen months to three years); *Representational Play* (developmental age, twenty-four months to five years).

The second program demonstrated by Dr. Meyers was called *Keytalk*, a beginning literacy activity. In this program, the child hears letters, words and sentences spoken as they are typed. The computer acts as a voice for the nonspeaking child, thus allowing him or her to participate actively in literacy activities. Videotapes demonstrating the intense involvement of youngsters as they discovered their ability to produce sound from the computer, were exciting to watch.

Dr. Meyers stressed the children's own participation giving them control over the activity and the importance of this to learning. She related this to six principles of how best to further learning by children:

1. Children are constructive learners, builders of their own intellectual structures. They construct knowledge in the course of actively working with it. (Bruner)

2. A primary factor in successful learning is the element of voluntary action and self-willed exploration of the environment. (Chomsky)
3. Children should be provided with a supportive tool or scaffold, that extends their skills, allowing them to accomplish a task not otherwise possible. (Greenfield)
4. A new task must be continuous with the well-established personal knowledge of the learner, from which it can inherit a sense of warmth and values. (Papert)
5. The intervention must empower the learner to perform personally meaningful projects that could not be done without it. (Papert)
6. An intervention should be based on dynamic cultural trends from the child's surrounding culture. (Papert)

The current contrast between the quality of synthetic speech and human speech was not seen as a major impediment to learning. Clarity and the clear separation of syllables were the important factors.

Computers Lead to Self Confidence

Dr. Rosegrant is Senior Research/Developer, Center for Learning and Technology at the Faculty of Education Studies, State University of New York at Buffalo. She further developed the concept of children as constructive learners by describing the hypothesis testing and risk taking that all learners undertake. She stressed the need for focussed participation and attention, and related the computer to "training wheels on a bicycle" that give the learner the self-confidence to take risks and to generate new "what if's". The computer capability of synthetic speech was described as infinitely supportive, providing immediate feedback and allowing for as much repetition as the student desires. In her work with students experiencing reading difficulties, Dr. Rosegrant uses the IBM *Listen and Learn* with voice

synthesizer. She feels that the lack of affect in synthesized speech is pleasing to children. The uniformity and consistency each time the word is pronounced are seen as advantages over teachers' differing ways of speaking words. The value of multiple modalities (monitor, speech, printer) and many rich experiences with different print formats was emphasized.

Both Dr. Meyers and Dr. Rosegrant stressed the importance of strong teacher involvement with the student; the need for a sense of success and progress; and the value of the student being the person who controls the learning activity. Responding as it does to all these objectives, synthetic speech is a highly motivating and constructive component in a learning program. In combination with the visual reinforcement of screen and hard copy, an interactive teacher and a rich text environment, synthetic speech offers a powerful tool for learning. The further development of voice synthesizers is something to watch for — and listen to. □

References

- Bruner, J. S. "The course of cognitive growth". *American Psychologist*, 1964, 19, pp. 1-15.
- Chomsky, N. "The formal nature of language". In E. H. Lenneberg (Ed.), *Biological Foundations of Language*. New York: Wiley, 1967.
- Greenfield, P. "A theory of the teacher in the learning activities of everyday life". In Rogoff and Lave (eds.) *Everyday Cognition: Its Development in Social Context*. Cambridge, MA: Harvard Press, 1983.
- Papert, S. *Mindstorms: Children, Computers and Powerful Ideas*. Basic Books, 1980.

**This section of
Communicating Together
is sponsored by
Sun Life
Assurance Company of
Canada,
Toronto, Ontario.**

Now Available The Blissymbolics Independent Study Program



Study Blissymbolics on your own or in a small group.

Packaged in a convenient carrying box, the Independent Study Kit includes:

- Study Guide — for course outline including practise exercises and suggested reading assignments.
- Series of Monographs for supplemental reading.
- Template — for use in practise of drawing Blissymbols.
- Grid and set of Stamps for exercises on vocabulary selection and organization.

Other required texts for the program:

- *Communicating with Blissymbolics*, (S. McNaughton, ed). \$23.00
- *Teaching and Using Blissymbolics*, (E. McDonald). \$20.00
- *Blissymbols for Use*, (B. Hehner, ed.). \$25.00

On completion of the program, participants may apply to undertake the Blissymbol examination.

Purchase Options Available in Canada

- | | | | |
|---|--------|--|-------|
| (A) Independent Study Kit | \$85. | (C) *For Group Study: One to Five Additional set(s) of: Study Guide, stamps, grid, template. | \$55. |
| (B) Full Independent Study Kit with three required texts. | \$145. | | |
- *Available only with purchase of (A).

Synthetic Speech Sources

Hardware/Software

- PEAL Software
- Exploratory Play
 - Representational Play
 - Keytalk

Listen to Learn

First Words, First Verbs, First Categories

Print it

*Votalker
and
Votrax Personal Speech System*

*Echo+ speech synthesizer
and
Cricket speech synthesizer*

Available from:

PEAL Software, 2210 Wilshire Blvd., Suite 806, Santa Monica, California 90403, U.S.A.

- (1) Your IBM dealer
- (2) Blue Chip Software, 200 - 1205 Broad Street, Victoria, British Columbia, Canada, V8W 3G5.

Laureate Learning Systems, Inc., One Mill Street, Burlington, Vermont 05401, U.S.A.

Your Apple dealer.

- (1) Words +, Inc., 1125 Stewart Court, Suite D, Sunnyvale, California 94086, U.S.A.
- (2) Microscience Centre, 5190 Timberlea Blvd., Mississauga, Ontario, Canada, L4W 2S5.

- (1) Street Electronics Corp., 1140 Mark Avenue, Carpinteria, California 93013, U.S.A.
- (2) Your Apple dealer.

A Special Party in the Netherlands

In some European countries, it is the custom to celebrate twelve and a half years as a special anniversary of an event or occasion. We were delighted to receive the following report in words, pictures and Blissymbols of the celebration of twelve and a half years of Blissymbol use in the Netherlands.

As early as the spring of 1985, the BCI Affiliate group in the Netherlands began planning an anniversary party for all the Blissymbol users in the Netherlands and Flemish-speaking parts of Belgium. This was no ordinary anniversary; it was twelve and a half years since Blissymbols had been introduced to our country. This was a great milestone, and one that required a celebration.

In our June Newsletter, we printed an invitation to all Blissymbol users to join us on October 26, 1985 at the Revalidatiecentrum "De Trappenberg" in Huizen, a few kilometers outside Amsterdam.

The response was wonderful. We had over 350 visitors of whom ninety-one were symbol users. They ranged in age from three and a half years to fifty-four years.

All Blissymbol users received a special anniversary display one week before the date. On it were the special symbols that might be needed during the party. Items included ranged from the kinds of foods to be served to the names of the games that would be played. As they arrived visitors received a button, a map of the building, and tokens for a drink.

We started the morning with coffee and cake. After the official opening by the doctor who first introduced Blissymbols to the Netherlands in 1973, a Blissymbol user gave a speech. He pointed out his message, which his speech therapist then transferred to computer. It was projected on six TV screens around the room. Next Marlene used her talking Blissboard to make a speech. A group of guests from another centre performed a live Punch and Judy show. It was

great fun for all. We even had a photographer take a picture of everyone to record this special event.

Following lunch, there were many things to do in the school. There were Blissgames — such as Bingo, Blisstwister and a Wheel of Fortune. Videos, films and computers were on display as well. One room was set up as "the Blissshop", where special mugs and stickers were sold.

The party ended at four p.m. Before leaving, all guests were given a canvas tote bag with the day's theme printed on it.

I love Blissymbols

From the reactions we heard the anniversary party was a great success. We had some wonderful thank-you letters, including one from three Belgian guests who said:

A big thank you for

the beautiful

Blissparty.

Join ISAAC Now

The International Society for Augmentative and Alternative Communication (ISAAC) offers four types of memberships: (1) Student Membership (2) Active Membership (3) Contributing Membership (4) Corporate Membership.

Membership in ISAAC includes a subscription to *Communication Outlook* and the *ISAAC Bulletin*. As well, members are entitled to reduced rates for the *Augmentative and Alternative Communication Journal (AAC)* and *Communicating Together*.

For membership application and other information about ISAAC write: ISAAC, P.O. Box 1762, Station R, Toronto, Ontario, Canada M4G 4A3

This section of *Communicating Together* is sponsored by Pilot Club International, Ontario District.



Guests watching the Punch and Judy show.

Blissymbols in Hungary

SARAH SWARTZ



Sophia Kalman

Sophia Kalman visited the Blissymbolics Communication Institute in November 1985. While Dr. Kalman was in Toronto, Sarah Swartz had the opportunity to interview her for Communicating Together and to find out more about the state of augmentative communication in Hungary.

Sophia Kalman is a pioneer for Blissymbolics in her native Hungary. A woman of exceptional energy and enthusiasm, she has singlehandedly brought Blissymbols to Hungary and hopes to make major changes in the way nonspeaking individuals are treated and trained in her country.

Hungary, like many other Eastern European countries, has not given much attention to augmentative communication. There are excellent speech pathologists in Hungary, some of whom are working with aphasiac patients. However, for those patients who do not have sufficient motor control for speech, there are no therapy programs. Most cerebral palsied individuals live in institutions. They can not be provided for in the home, since all adult family members in Hungary work outside the home during the day. In these institutions, the emphasis is on physical problems, rather than social, psychological and educational needs.

Dr. Kalman's interest and sensitivity in providing for the needs of both multiply-handicapped and emotionally disturbed children stem

from her experience as a pediatrician. She was educated in Budapest as a medical doctor, trained in psychotherapy and spent numerous years working with troubled children and counselling families. Today she has the challenging responsibility of pediatrician of a residential institution for foster children in Budapest called Heim Pa'l. (Foster parents are unheard of in Hungary; all children whose parents are dead or unable to provide for them are put into an institutional home.) Dr. Kalman serves three residential homes with four hundred children, aged three to eighteen. Many have emotional problems due to their separation from family life. Seventy children are multiply-handicapped; several are deaf and nonspeaking.

Few people in Hungary have access to North America and North American ideas. However, Dr. Kalman and her family have been fortunate in that they have temporarily lived in both Canada and the United States. It was during their one-year stay in Toronto in 1982-83 that Dr. Kalman first became acquainted with Blissymbolics. A friend from the University for Special Education in Budapest suggested that she visit the Blissymbolics Communication Institute in Toronto and, in her own words, she immediately "fell in love with the symbol system". She attended an Elementary Training Workshop which inspired her to pursue the introduction of Blissymbolics in Hungary. She has since returned to Toronto for further training and has become a BCI Presentor. Says Kalman, "I have had a continuous and very rewarding relationship with BCI. I have received help from them in the form of books, symbol collections and, most important of all, constant reassurance and professional support."

In Hungary, the University for Special Education and the Hungarian Scientific Society of Phonetists and Speech Pathologists have supported Dr. Kalman's work. Through the University, Kalman has taught teachers about Blissymbolics and has worked with several therapists

and their patients. Though she sees herself not as a practitioner, but as a disseminator of Blissymbolics and a trainer of teachers and therapists-to-be, she describes her greatest success in very specific terms as "the opening up of two severely handicapped nonspeaking persons". In one instance, a twenty-seven year-old who had no means of communication all his life, and had been separated from his mother for the last seven years, indicated "I want to write to my mother" as his first message of communication through Blissymbols.

Perhaps Dr. Kalman's greatest contribution has been the translation of Blissymbols into Hungarian. She considers this effort to have been far more than a straightforward translation. Says Dr. Kalman, "The system is sensible and flexible. And it should remain that way without losing its international nature. In my translations, I respected the cross-cultural differences, the sociocultural background and the very specific needs of the Hungarian language."

There has been resistance to the whole field of augmentative communication by some Hungarian therapists who have previously concentrated only on teaching speech. Dr. Kalman, however, believes that augmentative communication in Hungary will grow "as professionals find it more and more frustrating to face the severely communicatively handicapped without being able to help them." Her plans for the next few years include printing and disseminating Hungarian Blissymbols and vocabularies. As part of her PhD program at the University for Special Education in Budapest, she will conduct a statistical study of nonverbal people in Hungary — their numbers, their living conditions, their needs — and ultimately forming an augmentative communication service system based in one of the big institutions for the motorically severely handicapped. To achieve the other goals, however, a great deal of financial support will be required. With her boundless dedication and vision, Dr. Kalman will surely find a way. □

SCHEDULE OF EVENTS

ISAAC Regional Conferences

In Sioux Falls

- March 20-22, 1986 in Sioux Falls

Augmentative Communication for the Low Cognitive Functioning"
Guest Speaker: George Karlan,
West Lafayette, Indiana
Contact: Mrs. Sheela Stuart,
Speech/Language Therapy
Department, Crippled Children's
Hospital and School, 2501 West
26th Street, Sioux Falls, South
Dakota 57105, U.S.A.
Telephone: (605) 336-1840.

In Oregon

- April 25-26, 1986 in Portland
Contact: Ms. Mary Meek, P.O. Box
574, Portland, Oregon 97208, U.S.A.

In Florida

- May 7, 1986 in Orlando

"Applications of Electronic Devices"
Guest Speakers: Sue Sansone,
Bohemia, New York; Lynnette
Norris, Toronto, Ontario; Sue
Carroll-Thomas, Ottawa, Ontario;
Andrew and Francine Murphy,
Clearwater, Florida.
Contact: Mrs. Sandra Osborn,
Orange County Public Schools,
434 North Tampa Avenue, Orlando,
Florida 32802, U.S.A.
Telephone: (305) 423-9212.

In Alaska

- June 5-7, 1986 in the Matanuska -
Susitna borough of Alaska

"To get you going in Augmentative
Communication — an overview"
Contact: Ms. Mary Olson, P.O. Box
AB, Palmer, Alaska 99645, U.S.A.

BCI Special Interest Seminars

The Augmentative and Alternative
Communication in Education
(AACE) program of BCI will hold a
series of one-day seminars three
times during the year on a variety
of topics related to the application
of augmentative communication.

In Ontario

- March 3-5, 1986 in Toronto

Future Dates of BCI Seminars

- July 9-11, 1986
- October 22-24, 1986

Contact: Dorothy Dent, AACE
Resource Centre, Roywood School,
11 Roywood Drive, North York,
Ontario, Canada M3A 2C7
Telephone: (416) 444-6605

Castle Priory College In United Kingdom

Current Trends in Provision for People with Handicaps in the U.K.

- July 6-18, 1986 at Castle Priory
College, Wallingford, Oxfordshire.
This course will include lectures,
discussions and site visits to schools,
residential centres and institutions.

BCI Elementary Workshop

- July 18-22, 1986 at Castle Priory
College, Wallingford, Oxfordshire.

Contact: Mr. Ray Johnston, Castle
Priory College, Thames Street,
Wallingford, Oxon, OX10 0HE,
United Kingdom.
Telephone: Wallingford (0491) 37551.

Trace Centre Workshops

In Oklahoma

- April 11 - 12, 1986
Hosted by the United Cerebral
Palsy Association of Cleveland
County, Inc., Norman, Oklahoma.

Contact: Workshop Co-ordinator,
Trace Center, Waisman Center,
1500 Highland Avenue, University
of Wisconsin-Madison, Madison,
WI 53705-2280, U.S.A.
Telephone: (608) 262-6966

RESNA '86 Employing Technology

In Minnesota

- June 23-27, 1986 in Minneapolis

9th Annual Conference on Rehabili-
tation Technology sponsored by the
Association for the Advancement of
Rehabilitation Technology (RESNA'S
new name).
Contact: AART, Suite 700, 1101
Connecticut Ave., Washington, D.C.
20036, U.S.A.

North Carolina Augmentative Communication Association

Communication Augmentation: Clinical Management.

In North Carolina

- March 14, 1986 in Greensboro

Guest Speaker: David Beukelman,
Omaha, Nebraska
Contact: Sarah Jenkins, North
Carolina Augmentative Communica-
tion Association, P.O. Box 11522,
Winston-Salem, North Carolina
27116, U.S.A.

Today . . . Building Tomorrow

In Québec

- June 4-6, 1986 in Montreal

This international conference is
sponsored by the Quebec Cerebral
Palsy Association, with the collabor-
ation of the Canadian Cerebral
Palsy Association.
Contact: CP Conference Secretariat,
GEMS Conference and Consulting
Services, P.O. Box 367, Snowdon,
Montréal, Québec, Canada H3X 3T6.
Telephone: (514) 735-1388

About the Publisher

The Blissymbolics Communication Insti-
tute, since its inception in 1975, has
worked toward enhancing the lives of
nonspeaking people. In its early years,
the Institute's primary focus was the
development and application of Blis-
symbolics as an augmentative commun-
ication system around the world. This
role continues but within a broader
mandate that reflects the philosophy
and perspective of its professional staff.
BCI supports effective communication
by nonspeaking people through:

- (1) advancing augmentative communi-
cation techniques and strategies
that contribute to cognitive, social
and emotional growth;
- (2) drawing attention to the quality of
the learning experience and identi-
fying those types of augmentative
communication instruction that
contribute to cognitive, social and
emotional growth;
- (3) educating, informing and influen-
cing those who are in a position to
make positive life changes for
nonspeaking people.

Come to Cardiff

September 22-24, 1986

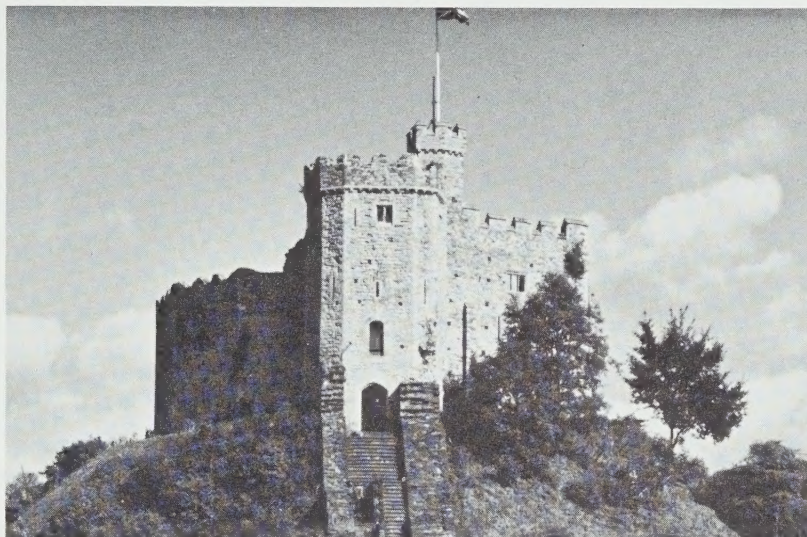


Photo Courtesy of The British Tourist Authority
Cardiff Castle, Wales

ISAAC 4th INTERNATIONAL CONFERENCE FOR ALTERNATIVE AND AUGMENTATIVE COMMUNICATION

TOUR PACKAGE FROM TORONTO, SEPT. 19-28: \$1099.00 per person CANADIAN DOLLARS

Includes : Return air fare from Toronto via Air Canada.

- : 1 nights accommodation in Stratford with continental breakfast, enroute to Cardiff, Wales.
- : 3 nights accommodation in London, on return, Imperial Hotel with continental breakfast.
- : Return luxury motorcoach, via Stratford, pick up at London Heathrow Airport, to Wales and return to London.
- : Transfer from London Hotel to airport.
- : Guide for Stratford town tour, with entrance fees to Anne Hathaway's Cottage & Shakespeare's birthplace.
- : Hotel tax & service charges, London & Stratford.
- : Assistance & portorage on arrival & departure.

Not Included : Canadian air tax — \$15.00 per person.

- : Items of a personal nature, including meals not stated in itinerary.
- : Cardiff convention hotel.
- : Conference registration fee.

Air Fare Only : Available at \$678.00 return from Toronto, plus tax, see add-ons for other Canadian & U.S. cities,
: Car rental & hotel rates available if required.

Air Fare Add-ons :

Winnipeg	- \$50.00	Vancouver	- \$150.00	Edmonton	- \$110.00
Calgary	- \$110.00	Boston	- \$208.00	New York	- \$203.00
Halifax & Montreal - same as Toronto.			Chicago	- \$225.00	

United States city rates are based in Canadian dollars.

For further information & reservations, please contact:

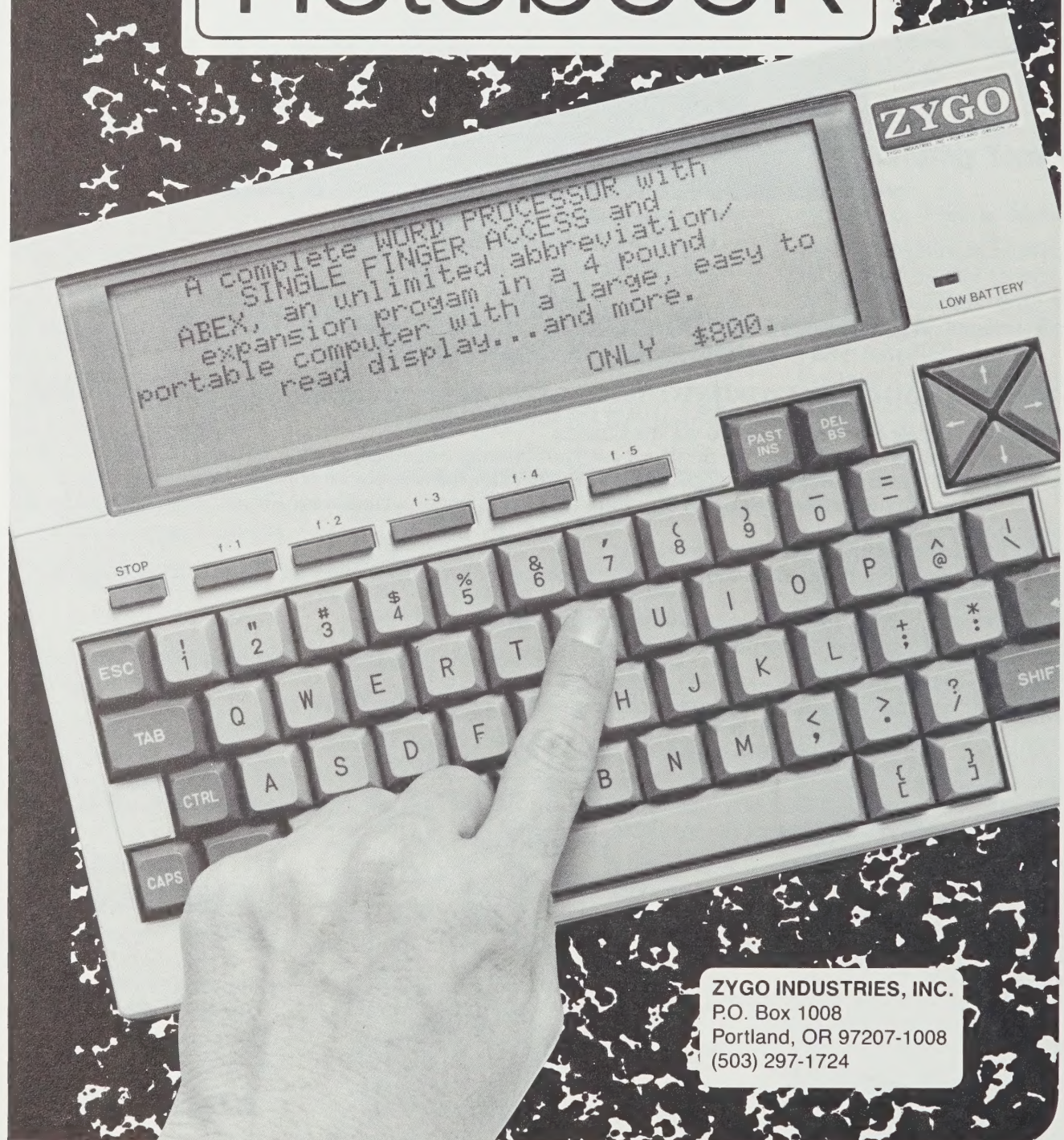
Gordon Reinholdt
Agincourt Travel Service Ltd.
2190 Warden Ave.
Scarborough, Ont.
M1T 1V6

(416) 493-2777


AIR CANADA

ZYGO

notebook



A complete WORD PROCESSOR with
SINGLE FINGER ACCESS and
ABEX, an unlimited abbreviation/
expansion program in a 4 pound
portable computer with a large, easy to
read display...and more.

ONLY \$800.

ZYGO INDUSTRIES, INC.
P.O. Box 1008
Portland, OR 97207-1008
(503) 297-1724